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ABSTRACT

Funding, enrollments, and outcomes are reported for the programs offered duting 1981-82 by New York City Technical College's Division of Continuing Education and Extension Services. The report's introduction analyzes enrollment in the division and summarizes accomplishments and funding problems for selected programs. Subsequently, the report's eight chapters discuss the year's activities and accomplishments of: (1) the division's tuition programs, which provide adult students with entry-level job skills, skill upgrading, and training for certification and licensure; (2) adult literacy and learning programs, and extension services to two correctional institutions; (3) outreach and training programs for women in nontraditional occupations, such as machine tool, building systems, maintenance and repair; (4) vocational programs for deaf adults; (5) the Adult Vocational Counseling and Guidance Center; (6) technical training programs for disadvantaged adults (in the areas of clerical and data entry occupations, digital electronics, and welding), bilingual students (in the area of home attendant training), and transit workers; (7) programs for older adults, which include classes in consumer advocacy, and information and referral training; and (8) training for apartment managers, superintendents, and staff. The report concludes with tables illustrating enrollment and funding sources. (KL)

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NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
300 Jay Street, Brooklyn, N.Y. 11201 643-8150

Division of Continuing Education

August 31, 1982

August A. Tuosto
Vice President/Dean for Academic Affairs
New York City Technical College

Dear Vice President Tuosto:

Attached is the Annual Report of the Division of Continuing Education and Extension Services for 1981-82.

Our tuition area -- courses for working people seeking technical skills mastery, licensure or certification and contract courses designed to meet the specific needs of business, industry and public agencies -- remained stable and even registered a modest growth governed by limits of space, facilities and equipment.

Our grant area -- historically our largest area of community service -- suffered direct hits in the federal demolition of programs for the poor and the disadvantaged. Our grants declined from $2,081,555 in 1980-81 to $1,604,805 in 1981-82.

1981-82 was therefore a year of reduction and reorganization in educational programs serving the aging, the functionally illiterate adult and the unemployed.

Support from the College on an emergency basis permitted us to restructure for survival our oldest and largest community service program, the Institute of Study for Older Adults.

Further cuts in grant awards have already been registered for 1982-83. Staff reductions and program losses have already taken place.

Again on an emergency basis, College assistance has been marshalled to aid us in restructuring to prevent cuts in basic skills funding from undermining the excellent work of our Adult Learning Center.

Despite drastic cuts, the Annual Report records significant achievements in 1981-82. These would not have been possible without the support of the College and of the Office of Academic Affairs.

Sincerely,

Fannie Eisenstein

Fannie Eisenstein
Associate Dean
Division of Continuing Education
and Extension Services

DIVISION OF CONTINUING EDUCATION
AND EXTENSION SERVICES

ANNUAL REPORT

1981 - 1982

NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
300 JAY STREET
BROOKLYN, NEW YORK 11201

September 1982

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NEW YORK CITY TECHNICAL COLLEGE

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VOCATIONAL PROGRAM FOR DEAF ADULTS

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TECHNICAL TRAINING PROGRAMS

Private Industry Council Program/Digital Electronics Repair and Machine Tool

ANNE MARIE COOLEY, Project Director, B.A.,M.A.

Private Industry Council Program/Digital Electronics Repair and Machine Tool (Cont.d)

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Nontraditional Vocational Programs for Women

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Project STRIDE

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Institute of Study for Older Adults

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Consumer Advocates in Health Program

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INTRODUCTION

1981-82 was a year of drastic change, reflecting in blows to our program activities the Reagan administration's critical reversals in national policy. Cuts in federal support for educational services for disadvantaged target groups initiated a reduction of our programs for the elderly, for functionally illiterate adults in need of basic skills education, and for the unemployed. These reductions would become far deeper in 1982-83.

Continuing education at New York City Technical College has historically combined two elements of educational offerings: 1) tuition courses, supported by fees, to meet the needs of working people for skill mastery, certification, licensure and continuing education, and 2) free programs supported largely by public grants to provide for disadvantaged target populations the second chance opportunity for education and training needed by the poor, the aging, the handicapped, the unemployed and the incarcerated.

The second area of public grants has always been the area of largest service, enrolling many more students than the tuition courses. Community service of this nature has been a commitment of Continuing Education as an expression of the mission of New York City Technical College "to meet the needs of its varied urban constituencies".

Enrollment

In 1981-82, the Division of Continuing Education served 10,407 students: 2,606 in tuition courses and 7,801 in grant programs. Enrollments in tuition courses increased from 1,598 in 1980-81 to 2,606 in 1981-82. Enrollments in grant programs remained basically the same: 7,512 in 1980-81 and 7,801 in 1981-82.

Although national budgetary policies of the Reagan administration cut adult education, manpower training, community service and grant programs for the poor and the aging, partial college assistance from non tax levy funds and selective aid from agencies we had served for many years buttressed our performance for this first year of drastic grant reductions. Grant monies declined from $2,081,555 in 1980-81 to $1,604,805 in 1981-82.

Tuition Area

The tuition area, despite a deep economic recession, remained fiscally stable, meeting all of its mandated costs. Increased enrollments were registered largely through the development of contract courses with business and industry through which the college's Division of Continuing Education provided training programs for the specific needs of New York City corporations.

Although we were forced to raise some tuitions, we have made an effort to stay within reach of the working populations who need the services of CUNY Tech.

For 1982-83, barring a deepening of the economic recession, we expect to remain stable and to serve approximately the same number of students we served this year.

Grant Area

Budgetary cuts in the grant arena significantly reduced staff resources for program development and linkages with public agencies, business and industry. Further cuts for 1982-83, inherent in the total loss of some programs and further cutbacks in other programs, will result in the loss of nearly half of the Division's full-time staff members for 1982-83. Included here are strategic losses in proposal designers and writers, program developers and directors and forgers of linkages with public agencies, business and industry, the Board of Education, women's organizations, unions and community groups. These losses occur as we project that for 1982-83 grant awards may decline from $1,604,805 in 1981-82 to $1,000,000 for 1982-83.

These losses reduce our power to generate new programs, meet critical training needs, plan conferences, provide technical assistance to urban agencies and industry, enhance curriculum development and revision, supervise graduate interns and serve special target groups - minorities, the poor and the aging.

Despite the cutbacks of 1981-82, extraordinary efforts were made to maintain the quality of our programs.

Institute of Study for Older Adults

The first and most severe damage in 1981-82 was sustained by our programs of

education for the elderly, followed by cutbacks in basic education, skills improvement and manpower training.

Hardest hit in 1981-82 was the Institute of Study for Older Adults (I.S.O.A.) whose Title III funding was cut in half. Additionally, it lost its CETA funding from other agencies which had provided teachers and administrative assistance. The program would have foundered without college support from non-tax levy sources. This support permitted us to retain Nancy Pierce, ISOA director for 1981-82. She was able to marshall agency support from a limited number of centers, homes and unions previously served to cover bare instructional costs and raised $7,000 in corporate funds for special constituencies of the aging.

For 1982-83 the Advisory Committee of the ISOA has set itself the goal of maintaining the 1981-82 level of service if at all possible. This entails a series of difficult educational and service decisions as to which sites (centers, homes and hospitals, unions) can be maintained and which eliminated. The goal is to maintain a mix of viable successful programs with more risk prone programs for the homebound elderly, the blind elderly and the elderly poor in agencies serving primarily minority groups.

1981-82 was also a year in which many of our other programs struggled in an attempt to maintain the level of service that was provided the previous year. The impact of the Federal budget cuts can be clearly seen when we examine two of our larger funded programs.

Project STRIDE

Project STRIDE, our clerical and data entry CETA training program, saw its budget cut from $700,000 in 1980-81 to 480,000 in 1981-82. To absorb a cut of such magnitude required us to reduce in almost all budget categories. Students served were decreased from 200 to 150, 2 staff positions were eliminated, student stipends went from $4.45/hr. to $2/hr., and OTPS was drastically reduced.

Despite the cuts, the format of the program remained basically the same. Students

in both the secretarial and clerical components continued to receive a full-time 35 hour per week, training program.

With the Federal legislation for CETA ending on September 30, 1982, we are uncertain as to STRIDE's future. We are hopeful, however, that STRIDE's outstanding record and close links to the private sector will lead to its refunding, even if there are further reductions nationally in training monies.

Adult Learning Center

The long term prospects for our Center for Adult Literacy and Learning are bleak. In 1981-82, we only received minor cuts in the two major programs that comprise the Center. The State-funded Adult Learning Center was funded at the same level in 1981-82 as in 1980-81. The Federally funded Basic Skills Improvement Program received less than a 10% cut. Thus in 1981-82, we were able to offer over 20 classes of instruction, including all levels of basic education and English as a Second Language.

What were minor cuts in 1981-82, however, become major in 1982-83. The Basic Skills Improvement Program, which was supposed to be funded as a four year grant ending in August of 1984, will terminate in August of 1982. The change from a categorical Federal grant to a State block grant has eliminated all Basic Skills Programs for Adults. The Adult Learning Center was funded in 1982-83, but with a 14% cut. Obviously, the effects of these cuts will be devastating. Staff lay-offs, fewer classes, and a smaller student enrollment will be just some of the effects. Our ability to engage in curriculum development, conference planning, staff development, and other professional activities will also be limited.

Home Care Attendant Training Program

The Home Care Attendant Training Program for Hispanic Adults also sustained cuts during the 1981-82 program year, curtailing the number of students and reducing their stipends.

Despite difficulties in the vendorization of Home Care services in New York City, our program in its two years of existence successfully placed our Hispanic graduates.

The program this year, due to cuts, ended early on May 21, 1982. CETA budgetary difficulties indicate there will not be funds for 1982-83.

Training Program for Deaf Adults

The VEA Program for Deaf Adults in 1981-82 served 61 students and graduated 44 with certificates for consistent attendance and achievement. The Clerical Program was oversubscribed all year. Five clerical students were moved into full-time advanced programs in Clerical Skills outside of the college. Since September 1981, 11 students have been placed in full-time jobs, and one in part-time work. The new graduates are now ready for placement also. The New York State Education Department has re-funded us for an eighth year with the stricture that funding for its continuance beyond 1983 must be found elsewhere.

We are committed to an intensive search to find funding to continue the specialized and flexible educational program developed under VEA funding.

Nontraditional Occupational Training Programs for Women

Funded by the New York State Department of Education under the Vocational Education Act, this program provided training for 88 women: 20 in Machine Tool Operations; 48 in Building Systems: Maintenance and Repair and 20 in Pest Control/Food Sanitation. The stimulation of this program provided the impetus and support for the three conferences on women's choices in nontraditional occupations.

This program has been refunded for 1982-83.

Electronic Training Program for the Transit Authority

This was the third year of a technical training program, developed in consultation with the college's Department of Electrical Engineering Technology. The program provided electrical and electronics training for transit workers employed by the New York City Transit Authority. The goal was to upgrade the occupational skills of technical transit workers in the areas of electrical and electronics maintenance and repair.

This program, though highly valued for its urban agency/college collaboration, will not receive fourth year funding.

Technical Training Programs funded by Private Industry Council

Two training programs were funded by Private Industry Council: Welding and Digital Electronics. Although students satisfactorily completed the training program, placements this year were difficult. The program did not meet P.I.C. specifications for 70% placement and will not be refunded in 1982-83.

Vocational Counseling Center

The VEA funded Adult Vocational Counseling and Guidance Center (AVCC) served all the vocational programs of the Division of Continuing Education. In 1981-82, the Center conducted workshops in videotaped job interviewing techniques, resume writing skills, job hunting skills, civil service test preparation, study and test-taking skills, stress and time management techniques, and assertiveness training with students in both tuition and grant based programs. In addition, the AVCC developed special services to meet the vocational needs of students in specific courses. These range from arranging on-campus testing for state licensing exams to arranging guest speakers and seminars in specialized vocational areas. The AVCC acts as a resource and liaison center both for the students within the Division and between the Division and the community.

The Vocational Counseling Center has received funding for 1982-83.

Energy Conservation Program

Through the Multifamily Building Energy Conservation Program, funded by the New York State Energy Office, we provided technical assistance to more than 1,400 people in 1981-82. Technical education was provided through community workshops, Energy Efficiency Training Courses, on-site visits and telephone consultations over the "Energy Helpline".

The project developed close working relationships with many community boards and groups, an owners' and managers' association, the New York City Housing Authority, the four major cooperative housing organizations, regional energy organizations and various professional engineering groups.

New York State Energy Office has extended funding for 1982-83.

Writing Skills Curriculum Project

Over 150 teachers of adult students from throughout New York State attended workshops in techniques of teaching writing which were conducted by the Center for Adult Literacy and Learning: Writing Skills Curriculum Project of the Division of Continuing Education, in March, April and May. The workshops, held in four upstate cities and Long Island, as well as in New York City, were designed to introduce "Applied Writing", a new writing skills curriculum developed and field-tested at New York City Technical College under a Special Project grant from the New York State Education Department. Dr. Bonne August directed the two-year project, and curriculum developer Carole Weinstein led the training workshops.

As a writing resource specifically designed for the needs of adult basic education students, "Applied Writing" fills an important need. The curriculum includes techniques for helping adult students develop both their overall writing ability and the specific writing skills needed in daily life.

The New York State Education Department commenting on the Writing Skills Curriculum assured Dr. August that "we intend to make a major push in Fall 1982 to have writing skills incorporated as a regular component of every ABE program we fund. Your work has made that possible".

Losses in other grant areas which eliminate talented, experienced staff like Dr. August undermine Continuing Education's ability to mount such intensive projects as the Writing Skills Curriculum Project.

Conferences

During 1981-82, the Division of Continuing Education ran a number of conferences which strengthened ties with business and industry, the Board of Education, public and private agencies and other educational institutions. Continuing Education and the Division of Allied Health conducted a successful seminar on Health-Care Delivery for Deaf Patients in cooperation with Gallaudet College, the City University of New

York Graduate School, the New York League for the Hard of Hearing and the New York Society for the Deaf.

Continuing Education and the Division of Engineering Technology ran a conference on Women, Education and Work which resulted in two follow-up conferences for Women in Nontraditional Occupations with the Board of Education's Office of Occupational and Career Education. A total of over 1,000 representatives from business and industry, unions, women's organizations, students from junior high school, counselors from the Board of Education, and community groups participated. The outstanding features of these conferences were the quality of internal cooperation between Continuing Education and the other Divisions of the College and the quality of external linkage between the College and the community, industry, and the Board of Education. These possibilities were created by the experience and linkages developed by three years of work originating in our VEA funded Nontraditional Programs for Women.

Space

Problems of space and facilities continue to be acute. The largest criticisms from students and faculty are directed at classroom accommodations.

In 1981-82 space on the Brooklyn Campus was so tight, new courses had to be directed to Voorhees. Without Voorhees space, classrooms for new programs for the Telephone Company, Con Edison, the Communication Workers of America, etc. would not have been available. Space problems remain critical for 1982-83.

Impacts and Perspectives

The budget cuts of 1981-82 seriously curtailed the programs offered to target populations by the Division of Continuing Education - particularly the community service programs serving the aging, the unemployed and minority groups.

Support by the college from non tax levy funds on an emergency basis permitted us to retain the project director of the Institute of Study for Older Adults for 1980-81. This gave us a year to reorganize after the stunning loss of public funding and the consequent loss of staff. Although we managed to continue to provide most of the ser-

ices of the previous year, we were forced to redirect program services to agencies with histories of success. Fewer new agencies were served and some centers, serving minorities, the poor, or the handicapped, were dropped because these agencies lacked staff support and we did not have the staff resources to fill the breach. These were not decisions we were happy with. Such decisions undercut commitments to serve those most in need. We hope they are temporary diversions from main directions of service.

Cuts in CETA funding curtailed the program to train Hispanic adults as home care attendants in 1981-82 and eliminated it entirely for 1982-83 despite a good job placement record for a population traditionally difficult to place. Further projected cuts in CETA training funds will diminish the number of students served in the Project STRIDE Clerical Training and Data Entry Program.

Our vocational training program for deaf adults, funded by the State Education Department, in 1981-82 served a large group of Black and Hispanic deaf adults whose educational and social backgrounds provided minimal preparation for employment. The program has been vital for this population and has illuminated the need for a comprehensive postsecondary educational facility in New York City. In 1982-83 we will redouble efforts to find money to continue the current program and to expand it.

The loss of our notable Basic Skills Improvement Program, eliminated under federal policy, was a serious blow not only because of its achievements in serving over 1,500 educationally disadvantaged adults but also because of the leadership it provided in adult basic education on a local and regional basis.

The critical problem for the Division of Continuing Education for 1982-83 is to survive the impact of staff cuts in the grant arena and to reorganize in whatever way proves possible to safeguard our ability to respond to expressed needs and to generate programs which recreate the necessary resources for further planning and continuity.

This is a time of basic challenge to policies which value the human potential of the educationally disadvantaged. We know there is a tremendous desire to learn, to know, to take charge of one's life among adults who turn to us as a source of educational

renewal. Our waiting lists are long of adults who need basic skills, vocational training, and access to enrichment.

1982-83 presents us with a challenge to find the will and the means to respond.

I. TUITION COURSES AND PROGRAMS

The tuition supported area of the Division of Continuing Education offers a variety of non-credit courses, seminars and programs which are designed primarily for students who wish to upgrade their existing technical skills or obtain certification or licensure. The Division also presents programs that disseminate information with respect to technical issues and, in addition, offers a small number of non-technical community service courses. The major objective of the fee supported area is to provide quality technical courses that meet the educational needs of New York City's diversified communities.

Enrollments showed growth with 2,606 students served in 1981-82. This represents nearly a 60 percent increase over 1980-81 and surpasses the enrollment statistics of our previous best year, 1979-80. Of the courses and sections offered by the Division, 142 ran producing an F.T.E. of approximately 181.

In a time when industries, unions and public agencies are finding it increasingly difficult to meet their training needs, they are turning to institutions of higher education to fulfill this objective. For 1981-82 our contract programs with the Communication Workers of America, and the Consolidated Edison Company were renewed. The contract course in Paint Technology with the New York Society for Coatings Technology was also extended for another year.

Two new contract programs were initiated -- one with the New York Telephone Company in basic skills and the other with New York City Human Resources Administration for certification in pest control technology. The pest control technology course for the Human Resources Administration was conducted for their building custodians. In the New York Telephone Company program, courses were offered in Developmental Math Skills, Developmental Language Skills and Business Writing. The Fall term started September 21, 1981 and ended February 11, 1982. The Spring term was from February 22 through July 1.

The staff consisted of an administrative coordinator and fourteen (14) teachers. Classes in four subjects were offered to non-managerial employees. All classes were

forty-five hours. Four classes were given in Business Writing, six in Developmental Language Skills, and ten in Fundamental Math Skills. In addition, there were four ten-hour classes in Advanced Math (primarily abstract reasoning).

Below is a summary of student achievement:

	Enrollment	Completion	% Completed	Mean Improvement*	Median Improvement*
Math Skills	171	128	75%	+1.8	+1.7
Language Skills	122	90	74%	+1.2	+1.0
Business Writing	76	56	74%	+ .6	+1.7
Advanced Math	57	40	74%		
	426	314	74%		

*Pre and post-tests scores on the Test of Adult Basic Education

A contract has established the program with some curriculum changes from the 1981-82 academic year. Language Skills will expand its scope to include public speaking and more non-fiction reading. Math has been redesigned into two levels: the 15-week term for most students, and a 30-week term for those entering at a low level. Some material (graphs, Venn diagrams) is being transferred from the Advanced Math to the Math Skills course. The Advanced Math will be expanded to 26 hours and will include algebra.

The majority of students are members of minority groups. Eighty percent are women and most of them have families. They are unsure of their scholastic abilities, but possess great dedication, persevering despite the demands of work and home.

In a survey of students in the Spring term, the majority said they enrolled to prepare for company tests. But a plurality reported that they entered as preparation for returning to school (GED or college) or for self-improvement. These responses affirm the program's concentration on academic development, rather than company-defined or test-preparatory skills. The broad educational objectives of the Division surely suit these students. In their end-of-term evaluations, a large number of students added grateful and inspiring comments. Perhaps the most rewarding one said simply, "I feel smarter".

The contract programs have become the fiscal mainstay of the tuition program area of the Division. The Division is seeking to develop further its relationships with the private and public sectors by offering programs, where possible, in cooperation with the College's academic departments.

Some of the ongoing tuition courses in the Division experienced an unexpected growth in enrollment for 1981-82. In English as a Second Language, for example, it was necessary to offer second sections in the basic and intermediate levels courses. The growth in this enrollment reflects an enlarged immigrant population in Brooklyn. Space, including flexibility in seating arrangements, is a persistent problem for ESL classes. The demand for Driving Instructor's Education also was on the rise with two sections offered in the Spring semester. This course is required for the certification of all driving instructors.

In response to a New York City law, and as a consequence of media attention to the issue of fire safety, more owners of commercial buildings are sending their staff for certification and training as fire safety directors. Consequently, our enrollments in the fire safety director course have increased with three sections being offered in the Spring 1982 semester. We are developing a new curriculum for fire safety in the hospitality industry because a law is scheduled to go into effect later this year mandating that appropriate staff in hotels and motels be certified as fire safety directors.

The arenas of Pest Control, Environmental Controls, Hotel Technology, and Welding exhibited their usual enrollments during the 1981-82 academic year. The Fundamentals of Pest Control classes average over thirty students in each of four sections offered each semester, while a new curriculum was added to complete the educational requirements for Continuing Education for pest controllers in Category 7 Recertification. While the demand for courses in air-conditioning has diminished, there continues to be strong enrollment in the refrigeration and boiler courses. In addition, through the Apartment House Institute, a Steam Distribution seminar for superintendents was offered in October and received a very favorable response from those who attended. The Apartment House

Institute continued its commitment to energy efficiency by offering a series of courses on this topic throughout the year. Our Welding and Hotel Technology courses continue to be filled to capacity and we often regret having to turn away eager students. This Spring, as an addition to our usual offerings, a course in Hors D'oeuvres and Canapes was presented.

The Division has always made an effort to work closely with the College's academic departments. This effort has proved particularly fruitful in 1981-82 in the areas of Ophthalmic Dispensing and Radiologic Technology. In the late Fall, an Ophthalmic Dispensing Review Course was offered by the Division for Ophthalmic Dispensing students and alumni. This Spring, the review course was offered again but was open to the general public as well. In the area of radiologic technology, the Division had offered courses through the Institute for Continuing Education in Radiologic Technology (I.C.E.R.T.). This year, the Division and College's department of Radiologic Technology, in an attempt to stimulate larger enrollments, developed a survey to assess the educational needs of licensed Radiologic Technicians. The survey was mailed to over one-thousand individuals and received one hundred and fifty replies. As a consequence of the survey, a new program for I.C.E.R.T. has been developed for the Fall 1982 semester that takes into account the responses from the survey. A similar survey form has been developed by the Ophthalmic Dispensing department to assess the educational needs of their profession.

Because of scheduling problems, the annual Hearing Aid Technology Symposium was postponed until the Fall of 1982. The Division, however, did co-sponsor a special seminar on Health Care Delivery for the Deaf Patient, with the National Academy of Gallaudet College and the Graduate Department of Speech and Hearing of City University. The seminar was on May 25, 1982 at the City University Graduate Center and it attracted primarily a nursing population. The thirty-five participants received eight contact hours of continuing education credit from the New York State Nurses Association. The program was enthusiastically received and included a wide range of topics, from the

psychological aspects of deafness to community resources.

The greatest challenge that the Division faces in the coming year is budgetary. Rising instructional costs, matched by increases in the cost of supplies, make it increasingly difficult to maintain tuitions at a level that is not prohibitive for low income students. In conformance with the mission of the college, every effort will be made to provide quality technical education for working people. The transition to the State I.F.R. budget system has also presented the Division with administrative problems stemming from an inability to alter the budget throughout the year to meet increases in program areas. This year, for example, due to the larger number of courses which actually ran, we nearly overextended the funds which we had allocated for instructional costs. We recognize that a new fiscal system always creates some operational difficulties at its inception. We are working closely with the business and purchasing offices of the college to anticipate problems before they arise and to solve those that do arise in the course of our day to day functions.

II. ADULT LITERACY AND LEARNING PROGRAMS

Basic Skills Improvement Program

The Basic Skills Improvement Program, funded in 1980 by the U.S. Department of of Education as a four year demonstration program, completed its second and final year in 1981-82. The program, which began in 1976 as the Adult Reading Academy and which had won wide recognition for its excellence and leadership in adult basic education, was eliminated under the federal policy of awarding funds for education in block grants to the states.

In its six years of operation, the Basic Skills Improvement Program/Adult Reading Academy served over 1,500 educationally disadvantaged adults, primarily Brooklyn residents. The program consistently maintained a retention rate of 70%-80% and a reading gain of over 1.2 grades for every 80 hours of instruction. The six years saw many milestones and honors; among them are:

- -The United States Department of Education included the Reading Academy in its publication Promising Practices; it was one of only nine adult programs of over sixty funded to receive such recognition. The Department also nominated the New York City Technical College Basic Skills Program for validation by the Joint Dissemination Review Panel.

- -The program was one of the founding organizations of the New York City Consortium on Adult Basic Education. As part of the Consortium, New York City Technical College has played a major role in organizing three annual conferences on Adult Basic Education and hosted the conference in 1981.

- -The program's work in adult literacy was cited in the New York Times and Newsweek magazine, as well as on the David Susskind Show.

In 1981-82, the Basic Skills Improvement Program (BSIP) received additional recognition:

- -In view of the program's work with illiterate adults, the project director was invited to be part of the New York State Education Department's Task Force on Beginning Readers.

- -In one of the BSIP's most glowing endorsements, the report "Literacy and New York City's High School Age Youth", compiled by the Youth Literacy Task Force, declared: "The program's curriculum was a model of how to be student centered and structured; how to be eclectic, functional and vocational as well as coherent. Teachers demonstrated how to draw a fine line between being personally involved with their students

and at the same time retaining reading as the 'class' focus." The report names the New York City Technical College program one of its most useful models and commends its leadership role.

Throughout the life of the program the staff has been committed to a broad definition of literacy for adults and to group instruction as the most meaningful and effective model for most adult students. We have argued vigorously that adult literacy programs must be not merely automated factories for the imposition of specific skills, but places where adult students have the opportunity to begin a process of growth and self-education. The best argument we can offer, however, is the experience of the participants in the program, many of whom entered with a third or fourth grade reading level and a sense of hopelessness about their ability to learn, and who became, in the course of their work, informed, thoughtful, and capable students, ready to go on to college or to employment, and able to serve as models and guides in the education of their children.

Adult basic education has several critical problems for which our program found no solutions. These include the enormous need for additional programs to serve the 15-20% of adult Americans who are functionally illiterate; the need for services for those adults, relatively few in number, who need highly specialized individual instruction in order to become literate; and the need for support services to enable the adult student to make the very difficult transition from unemployment to employment, and from dependency to self-sufficiency. The Basic Skills Improvement Program did, however, provide an effective and influential model for adult basic education and helped to stimulate a heightened sense of professional growth among those working in the field.

The Writing Skills Curriculum Project

The Writing Skills Curriculum Project, a 310 Special Project of the New York State Education Department (SED), completed three major activities in 1981-82:

-The revision and completion of Applied Writing, a writing skills curriculum for adult students.

-The piloting of the curriculum in 10 adult basic education programs in the metropolitan New York City area.

-A series of eleven training workshops in the New York City area and upstate to improve the level of writing instruction in adult programs.

Two issues underlie the work of the Writing Curriculum Project. The first year of the project, 1980-81, was largely taken up with the issue of how to develop a curriculum that was comprehensive but not unwieldy, and flexible rather than prescriptive, one that could be used effectively by teachers who had little previous training or experience in the teaching of writing. On the basis of the responses of people who have used the curriculum, we believe that it meets these requirements. While no curriculum ought to be a static or permanent document, a foundation has been established for future growth and development.

A second and even more complex issue is the implementation of the writing curriculum in New York State's Adult Basic Education program. Several aspects of this question were addressed either directly or indirectly by the project: teacher training, on-going staff development, the administration of writing instruction, the evaluation of progress, and the reporting of that progress to the SED.

By all measures, the work of the project has been extremely successful. Participants in the pilot phase rated the curriculum highly both in an evaluation session in January and again in May, after they had had a chance to use it in their classes. They reported that their students were enthusiastic about writing, that they had seen clear improvement, and that they had found the curriculum a valuable source.

Although there were a number of administrative problems in organizing the training workshops, they were completed successfully with very enthusiastic responses from participants. Curriculum Developer/Trainer Carole Weinstein was praised in the evaluations for the clarity of her presentation and the wealth of ideas and experience she brought to the workshops.

Both the teachers in the pilot phase and the participants in the workshops requested additional training and resources: for example, a newsletter, information

about new materials and publications, and opportunities to exchange ideas and experiences with other teachers.

It is clear from the evaluations and the responses of those who have used the curriculum that many individuals and some programs are committed to expanding and improving the writing instruction they offer; what is less clear is the extent to which the curriculum will be implemented in the New York State Adult Education Program. The State is preparing a new Curriculum for ABE which will include objectives in writing; however, no commitment has been made to allocate funds for training teachers in what is, after all, a demanding task. Nor has it been determined whether and how programs will report their results in teaching writing.

Applied Writing meets a very real and specific need. Over five hundred copies have already been distributed to teachers and administrators of adult programs in New York State. There have also been a number of requests for copies from other states. The curriculum and the workshops have generated additional interest and enthusiasm for the teaching of writing skills to adult students.

Adult Learning Center

While in 1980-81 an expanded Learning Center more than doubled its size, 1981-82 saw a leveling off of funding and students served. We felt fortunate, that in a time of Federal cutbacks for human service and education programs, we were able to maintain funding at the same $150,000 level as the year before.

Although maintaining its program autonomy, the Learning Center continued to be part of the Division's Center for Adult Literacy and Learning (together with our Basic Skills Improvement Program). This cooperative effort has encouraged interaction between staff in matters relating to curriculum, instructional methods, selection of materials, and program administration. The Center has also received many requests for technical assistance, which has included other educators visiting our classroom and seeking information. Whenever possible, we have shared our expertise with interested individuals and organizations.

The program offered classes from 9 a.m. to 8:30 p.m., Monday through Thursday and enrolled students continuously through the year. Students attended anywhere from six to twelve hours per week, with day-time students expected to attend a minimum of nine hours. A new feature of the program was a learning lab that students attended on a voluntary basis as a supplement to their classroom instruction. During the lab students were able to work on those areas most in need of improvement or simply do additional work.

The program served 460 students during 1981-82. This was slightly lower than the 536 served during 1980-81. We attribute the decline to three factors:

1. A lower rate of attrition, with fewer students dropping out for personal reasons.

2. A greater emphasis in accepting students reading below the fifth grade level - lower level students progress at a slower rate. Thus fewer students were able to reach an eighth grade reading level and graduate to the high school equivalency program. Also the beginning reading classes had smaller class registers.

3. Salary increases of 8% that lowered the real dollar level of our 1981-82 budget below the 1980-81 level.

Of the students served, 29% were enrolled in English as a Second Language classes. The remaining 71% were basic education students reading below the eighth grade level. 40% of the 460 students enrolled during the year were reading below the fifth grade level. Those students reading above the eighth grade level at intake were referred to the C.U.N.Y. GED program, offered in the evening, also at the college. The vast majority of the student population were members of minority groups (62% Black and 28% Hispanic). 61% of the students were female, 39% male.

We are particularly proud of the fact that 40% of our students entered reading below the fifth grade level and that three (3) of our classes served beginning readers (those reading below a third grade level). Much of the literature in the field of adult literacy maintains that this level student is the most difficult to recruit and to maintain in the program. The State Education Department recognized that the low level reader was the student most in need of basic education classes and cited this group as a priority

to serve in its guidelines for 1981-82. Our Center was one of the few programs statewide that was able to enroll and teach such a large percentage of low level readers.

Despite the Learning Center's many successes and accomplishments we look to 1982-83 with feelings of sadness and outrage. The Federal government has drastically reduced the amount of funds available nationwide for Adult Literacy. The effects on our Center for Adult Literacy and Learning have been devastating. Our entire Basic Skills Improvement Program has been eliminated. Funds for the Adult Learning Center have been cut 14%, from $150,000 to $129,000. Needless to say, such cuts will mean fewer students, fewer teachers, and reduced capacity to make overall contributions to the field of Adult Basic Education.

Correction Education Program

New York City Technical College initiated its adult basic education program for prisoners and ex-offenders in 1972 at the invitation of detainees of the Brooklyn House of Detention. At the time, only a high school equivalency preparation class was being offered there. The Division recognized the need for additional programming at the jail and made a commitment to seek funds for a Correction Education Program.

Beginning in 1973, the College received its first grant to administer an adult basic education program at the Brooklyn House. Since then, it has offered a variety of education programs there, virtually without interruption. While it has provided classes in pre-vocational and vocational training, as well as college preparation, the emphasis of programming has always been on basic reading and writing skills.

Funding for these programs has been made possible through a variety of sources including the State Education Department, the Mayor's Criminal Justice Coordinating Council, the Vocational Education Act, and, for the past four years, the New York City Department of Correction.

The receipt of funding beginning in 1978 from the New York City Department of Correction was a significant achievement for the Division. Until then, grants had come from many sources with no guarantee of refunding. Under the Department of Correction,

the contract is renewed annually (the College receives its Department of Correction grant through the Correctional Education Consortium, a group of agencies providing education to City prisons), but is considered a reliable source of continued funding.

Since 1973, the Correction Education Program has served approximately 300 adult men a year at the Brooklyn House of Detention. In August of 1981, the Department of Correction awarded the College additional money to expand its program to include the Anna M. Kross Center on Rikers Island where 314 men received instruction this past year. Students are overwhelmingly high school dropouts, and although many formally completed one, two, or three years of high school, most read between the fourth and sixth grade levels. Approximately 10% are illiterate and another 10% are unable to communicate in English.

In both Brooklyn and at Rikers Island students receive small group and individualized instruction in literacy, basic skills, high school equivalency preparation and English as a Second Language. Pre- and post-testing is conducted to determine reading improvement, with students averaging one grade level improvement for every 80 hours of instruction.

The High School Equivalency Exam, which is administered every three months at both institutions, is an important motivating factor for students. Since the Department of Correction funding began in 1978, almost 200 men have taken and passed the High School Equivalency Exam. The High School Equivalency diploma is viewed as a significant achievement by students, many of whom, by their own admission, have never completed anything in their lives. The diploma is also viewed by the students as a vehicle for futher education and expanded opportunities in the job market.

The majority of students are not at the equivalency level and do not have access to a readily identifiable goal. Student Recognition Day ceremonies held at the Brooklyn House acknowledge the importance of student achievement at all levels of ability and skill, and every student who completes at least 30 hours of instruction is presented with a College certificate at the ceremony.

Offering classes in a correctional setting is very difficult. While there is a commitment from the Department of Correction to provide quality programs to inmates, the

Department's principal obligation is to maintain a secure institution for inmates, civilian and corrections personnel. An effort is made to organize education program activities so as not to conflict with institutional activities and procedures. Such compatability is often difficult to achieve and program and institutional goals are sometimes inimical to one another.

A number of changes have taken place this year which have had a significant impact on our program. The expansion of the program to Rikers Island doubled our student population and added another location without any additions in administrative staff. It necessitated a reorganization of staff and program responsibilities. While the Brooklyn House is a vertical facility housing 500 inmates, the Anna M. Kross Center (AMKC) on Rikers Island is a sprawling horizontal structure which holds 2,000 inmates. The corridors of the institution extend for at least a mile. It took considerable time, effort and ingenuity to become sufficiently familiar with the institution to establish an effectively functioning program.

In the middle of the year, the Commissioner of the Department of Correction severely restricted civilian access to inmates in all the city institutions. This order prevented the program staff from doing adequate student recruitment, follow-up and counseling. Contact with students dropped considerably and enrollment dropped to unacceptable levels. There was much criticism of this policy from civilians throughout the correctional system and fortunately the order was rescinded several months after its initiation.

At the Brooklyn House of Detention the education program had been conducted for many years on the inmate housing floors. Classes were held in dayrooms next to the cells where the inmates live. It was a poor educational environment. At the beginning of the year, the program was moved to the general library. The move was considered a significant achievement and one for which we had been striving for several years.

The Correction Education Program has been refunded by the Department of Correction for the 1982-83 year and will continue to offer classes at the Brooklyn House of

Detention and the Anna M. Kross Center on Rikers Island. A new project director will be taking over the program beginning July 1, 1982.

Despite the difficulties of running an education program in a correctional facility, the Division feels it is providing a worthwhile educational service to a segment of its community which, for a variety of reasons, has not had adequate access to educational opportunities.

III. PROGRAMS FOR WOMEN

Nontraditional Vocational Programs for Women

In its fourth year of funding by the New York State Department of Education, under the Vocational Education Act, the Nontraditional Vocational Programs for Women offered tuition-free training in Machine Tool, Building Systems: Maintenance and Repair and Pest Control/Food Sanitation. The purpose of this training is to provide women with the skills needed to seek employment in these fields where they are under-represented in the work force.

Recruitment

Recruitment efforts for the courses were broad-based including mailings, newspaper ads and radio announcements in an effort to make the program known to as many women as possible. As a result, 769 people applied for testing. Applicants achieving an eighth grade reading and math level on the California Achievement Test were interviewed for training.

The starting dates and enrollment of each class were:

Class	Starting Date	Enrollment
Machine Tool (260 hours)	Nov. 12, 1981	20
Building Systems: Maintenance & Repair (day) (200 hours)	Nov. 13, 1981	24
Pest Control/Food Sanitation (80 hours)	Dec. 1, 1981	20
Building Systems: Maintenance & Repair (eve) (200 hours)	Jan. 11, 1982	24
	Total Enrollment ---	88

Training

Students attended part-time for twenty weeks. Machine Tool and Building Systems: Maintenance and Repair were taught in a laboratory/lecture format with over 60% actual hands-on experience. Pest Control/Food Sanitation was a lecture course supplemented by demonstrations of the safe use of equipment in pesticide application.

The curriculum in each class was enriched with guest lecturers from industry

speaking to the students and by field visits to worksites. In a few instances these visits resulted in job placements for the students.

The Building Systems: Maintenance and Repair students participated in a regularly scheduled program of exercises and weight lifting in order to develop their upper body strength. This program helped to eliminate the common fear among women of inadequacy in lifting and carrying supplies and equipment.

A major consideration in preparing women for nontraditional jobs, which has become increasingly evident throughout the four years of the program, is counseling. Both the project director and the Vocational Education Act-funded Adult Vocational Counseling Center provided individual and group counseling sessions. Scheduled topics included assertiveness training, dealing with sexual harassment and various job preparation skills such as resume writing, interviewing techniques and on-the-job problems. Speakers from women's groups and former students working in the field also provided insight into the world of nontraditional employment.

Graduation for the day classes was held on April 27, 1982. The evening class graduated on July 1, 1982. The number of graduates in each class follows:

Class	Graduates
Machine Tool	7
Building Systems: Maintenance & Repair (day)	23
Pest Control/Food Sanitation	12
Building Systems: Maintenance & Repair (eve)	15
Total graduated --	57

Placement

Upon completion of the program, students in the Pest Control/Food Sanitation class took the New York State Department of Environmental Conservation test for certification as pesticide applicators. Six to eight weeks after taking the exam, students receive their test results.

This delay in receiving certification causes many students to lose the motivation

to work which they developed while in training. By early July, two students had begun work in the field.

Fifteen graduates of the Building Systems: Maintenance and Repair class were employed by early July in positions including locksmith trainee, glazier helper, air-conditioning technician, audit trainee, and building superintendent. Others in the class have started the lengthy testing and interviewing process required in such organizations as New York Telephone and New York City Housing Authority.

The evening class graduates are pursuing similar placements.

Because placements are possible in a variety of specializations and because maintenance and renovation are essential in this high-mortgage economy, students in this class have had little difficulty in seeking employment.

This, unfortunately, has not been the case in machine tool. The recession has strongly hit this industry resulting in hundreds of layoffs. Employers predicted possible entry-level openings for late summer. Two graduates of the machine tool class enrolled in degree courses in this area in order to enter the field at a higher level. One student is working as a machine operator for Con Edison. The remaining four graduates are continuing their job search.

Summary

The fourth year of the Nontraditional Vocational Programs for Women was marked by a large number of applicants, good attendance and retention rates and a high degree of motivation on the part of staff and students. The successes were possible in a large part due to the experience of the first three years of the program's operation, the continued publicity the program received and the cooperation in running these classes of the Division of Engineering Technology, particularly the Environmental Control Department and the Machine Tool Program.

Although placements were achieved in new areas like energy conservation and locksmithing, job development continues to be a problem. Coupling this function with the numerous other responsibilities of the Project Director greatly limits the time available for this important activity.

Despite this limitation, the impact of the program on the lives of the students is best expressed by one of the graduates in her course evaluation, "I have found something I enjoy doing and can do well. I learned that through nontraditional work I can earn a good salary, making me independent and confident. I can only dream of what I could have made of myself if this program were to have been available to me twenty years ago".

The Women's Center Program: Expanding Technical Career Choices for Women

Since 1978 New York City Technical College, through the Division of Continuing Education, has made special efforts to provide women the opportunity to train for careers previously closed to them. Under funding from the Vocational Education Act, the Nontraditional Vocational Programs for Women has trained over 300 women for jobs in welding, machine tool, pest control, drafting and building maintenance. Through the implementation of this program we learned that the lack of training is only one, among a complex of barriers, that must be addressed in order to make all occupations truly accessible to women. Other barriers blocking women's access to occupations are:

-the acceptance of traditional work-role stereotypes by women and girls as well as educators, employers, family and the community at large.

-poor preparation in science, math, mechanical reasoning and skill development.

-limited access to information about all occupations.

-sex-biased curriculum materials and counseling.

-absence of role models.

-institutional procedures, such as college orientations and admissions procedures, that reaffirm the status quo, rather than exploring new options with students.

-employer's and union's fears that women cannot do physical work, do not and cannot possess the appropriate skill, will distract their male co-workers, etc.

-lack of knowledge on the part of educators, employers and unions on how to recruit and retain women in nontraditional jobs and programs.

-insufficient knowledge and use of the resources available to enhance women's access to all occupations.

It was the goal of the Women's Center Program to begin to address as many of these barriers as possible.

With College support from non-tax levy funds the Women's Center sought to expand technical career choices for women by meeting the following objectives:

1. Strengthen and expand the college-wide network of faculty and staff committed to sex equity in career choices and opportunities.

2. Provide information to initiate a dialogue among those who influence the career decisions and opportunities of women and girls: educators, parents, employers, unions, women's organizations and government representatives.

3. Suggest modifications in the College admissions process and the Career Exploration curriculum that would encourage students to consider a broad range of careers, including those that are nontraditional.

4. Develop role models for women in nontraditional careers.

5. Encourage youth to prepare for technical careers by developing skills in math, science, and mechanical reasoning and skill development.

6. Reinforce the College's participation in external linkage systems designed to support women's access to all occupations.

7. Design additional nontraditional educational programs for women.

Many activities were organized to fulfill these objectives.

Conferences

Support from the Dean of Engineering Technology enabled the Women's Center to involve all of the Engineering Technology chairpeople and their faculties in the sponsoring of three city-wide conferences on the theme of "Careers in the Technologies". The first conference, "Choices! Women on the Road to Nontraditional Careers" united over 200 participants representing the educational, women's, labor and corporate communities. "Choices!" offered participants the opportunity to explore eight different technical careers including Electrical Tech, Chemical Tech, Communications Tech and others. Each of the workshops consisted of discussion by representatives from industry such as IBM, Digital Equipment and Con Edison as well as repair technicians. Both the

nature of these jobs and the "reality" of nontraditional work for women were discussed. In addition, workshops such as "Strategies for Overcoming Math Anxiety" and "The Work Environment: What to Promote, What to Prevent" were offered to address the pertinent issues as women prepare for nontraditional work. The atmosphere at the conference was one of excitement and cooperativeness, as participants explored new areas of work for women.

Because the choices made early in life influence future possibilities, it is important for young people to be involved in career exploration. On May 6th, our College co-sponsored with the New York City Board of Education "Careers-The Technologies", a conference for over 200 junior high school students and their counselors. The purpose was to present to these youngsters the array of career possibilities in the technologies and the educational preparation, namely mathematical and scientific, required to succeed in these arenas. The students were welcomed in a keynote address by Prof. John Mueller, of our Mechanical Technology Department, on "The Impact of Technology on Occupational Choice". Tours of our laboratories were guided by CUNY Tech students. Both the lab visits and our tour guides received an enthusiastic response from the youngsters and their counselors.

Traditionally, colleges have recruited their students from high schools. However, this is changing, as more and more adults are returning to college or entering for the first time. Throughout New York City there are thousands of adults in basic education programs, preparing to receive high school equivalency diplomas. The next step for many of these adults is to enter a college or the world of work, or both. In order to explore these "next steps", our College, again in conjunction with the New York City Board of Education, sponsored a conference for adult women enrolled in basic education programs. "Women, Education and Work" had over 250 attendees on May 13th. Workshops addressed a wide array of issues, relevant to preparing for "next steps". These included - "What's Happening in Day Care", "It's Old Hat and Hard Hat", "Career Exploration", and "So You're Going to Work".

The Engineering Division faculty played a vital role in the planning and implementation stages of these conferences. They provided lab space, recommended industrial speakers and presented their departmental programs. They created an atmosphere that welcomed and excited the question from participants: "Will New York City Technical College do this again next year?"

Together, the three conferences involved almost 1,000 people in exploring career opportunities. The process of planning included numerous College faculty, representatives of industry, labor, community and educational groups. The Conferences reached out to the community; provided information, resources, and role models; and above all, strengthened the network of College and community commitment to expanding career opportunities for women and youth.

Institutional Procedures

In order to broaden the College's institutional capacity to welcome women into all programs, two other College arenas were cooperatively explored and modified.

The director and staff of the Special Services Department added a "nontraditional" component to the Career Exploration curriculum. The counselors in the program reported a positive student response.

The College admissions process is another avenue for encouraging students to explore nontraditional career options. The assistant director of admissions, in charge of informational services, modified recruitment and orientation strategies to encourage incoming students to consider a full range of careers.

Program Development

Women who were not eligible to participate in certain grant funded program were offered, for the first time, nontraditional courses on a tuition basis. A basic plumbing course taught by a woman was highly successful.

Two program proposals were developed for 1982-83. One, submitted under Women's Educational Equity Act, is designed to increase the population of women who can serve as role models in nontraditional work. The program emphasizes encouraging women who

possess degrees and/or skills in nontraditional arenas to become vocational teachers.

The other proposal, submitted under the Vocational Education Act, would provide word processing training to Displaced Homemakers.

External Linkages

The Women's Center represented the College's expertise and offered its resources to numerous statewide and city-wide functions. The Center's director served as a panel speaker at the New York State Apprenticeship and the New York State Sex Equity Conferences. The Women's Bureau of the United States Department of Labor invited the Center director to serve as a trainer for them in a program called, "Women in Apprenticeship, Blue Collar and High Technology Trades: A Training Workshop".

The FARE Coalition, an advocacy group devoted to enhancing access to education for women and youth, requested that our College, through the Women's Center, serve as a resource to their vocational education efforts. Finally, a newly formed group, The New York City Sex Equity Network, enjoys the full participation of our Center.

Summary

In the past year the Women's Center Program has made great strides in strengthening our institutional capacity to welcome women equally with men into the engineering technologies. Relationships and commitment, both within the College and with the College's community of supporters, have been enhanced. New programs have been developed and existing ones revised. However, the College's ability to move forward with these endeavors remains limited. For next year, we have no explicit funding for the Women's Center. Through the programs of the Women's Center, many people have gained the necessary knowledge and skill to move forward in sex equity efforts.

Finding resources to continue these efforts is our challenge for next year.

IV. VOCATIONAL TRAINING PROGRAM FOR DEAF ADULTS

The Vocational Training Program for Deaf Adults, funded by the New York State Department of Education, served more than 300 deaf adults in the past seven years. Students enroll in classes in Typing, Office Practice, Recordkeeping, Electronics Assembly and English. Foreign students attend a section of English as a Foreign Language, a course which is oriented to help them make the transition from foreign working situations to American expectations.

During 1981-82, sixty-one deaf adults were enrolled in the program. Attrition of 17 students was due to various reasons of a personal or family nature. In some cases students were too immature to commit themselves to a course of study, one was afraid to travel at night, a few found the work too hard or too easy, and some had baby-sitting problems.

Of the 61 students, 44 earned certificates for attendance ranging from 50 to 250 hours, and completion of units of study in the curriculum. The under-thirty population has been increasing each year as young adults become increasingly aware of this educational opportunity and as agencies and service providers come to depend more and more on this facility for placement for their clients. New York City Technical College's VEA Program for Deaf Adults has become a prime resource for the deaf population, on a professional par with the service provider agencies which have been serving the deaf for decades.

Our combination of instructional resources, counseling activities, job development and placement services offers the deaf student access to specialized assistance at every step of the way toward vocational competence, job placement, or placement in higher level vocational or technical education. The support services make this program a full resource for deaf adults.

The effectiveness of the program is also a result of the flexibility built into the intake and instructional components of the program. Students may enter or leave during the year; they may be placed in jobs or other programs, and receive

recognition for the work accomplished here. Since all students enter the program with different levels of experience, training and skill, this flexibility serves them when they need it.

Below is a summary of STUDENT PARTICIPATION over the past seven years:

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Age							
17-29	Not	50%	56%	78%	67%	70%	77%
30-39	Analyzed	15%	12%	12%	(	20%	13%
40+		33%	32%	10%	(34% (	10%	10%
Hispanic		15	8	14	13	24	22
Black		14	15	22	24	10	19
White		30	27	23	31	17	20
Other		1		1	2	9	
	30	60	50	60	70	60	61

Placements in 1981-82 include 7 full-time jobs, 1 part-time job, 2 summer jobs, 1 person to In-School/Out-of-School Program, 5 people to advanced clerical programs, 4 referrals to GED programs, one referral to pre-GED program at LaGuardia Community College's deaf program. At the end of the school year students who were job-ready remain with the Counselor to search for jobs, make out applications, and go out on interviews.

As a public service the Deaf Program assisted in the development of a number of tuition courses for the professional and lay public this year including: Sign Language; Tax Preparation for Deaf Adults; Counseling with the Deaf (for Non-Counseling Professionals); Family Life with a Deaf Member; Sexuality and the Deaf Adolescent; Seminar on Health Care Delivery to the Deaf Patient; and Psychology of Disability.

In July 1982, the New York State Education Department granted an eighth year of funding for the VEA Program for Deaf Adults for the 1982-83 school year. This is the only vocational training program for deaf adults of its kind in New York City. During 1982-83 every effort will be made to find additional resources.

Program personnel have begun a search to find sources of support to maintain this educational facility at New York City Technical College to serve the deaf adults of the area.

The Deaf Program has received recognition in the form of awards from the New York City Board of Education, and from the New York State Adult Education Council. It serves as a bridge from high school to work and/or college training by providing vocational training to deaf adults to prepare them for entry level jobs or upgrading. The model it hopes to pursue in the future is to develop a comprehensive program serving deaf adults in individual vocational courses, certificate programs, and degree programs. This would provide a spectrum of educational services for deaf adults in various stages of their social and vocational development. As such it would meet the need for a post-secondary facility in the New York City area which has the expertise to serve this large handicapped population.

V. ADULT VOCATIONAL COUNSELING AND GUIDANCE CENTER

The Continuing Education Vocational Counseling and Guidance Center (AVCC), funded by the Vocational Education Act, provides career counseling to all students in grant, contract, and tuition-based vocational training programs. Three major needs addressed are: 1. to provide supportive services to assist students to meet vocational training demands and thus increase student retention; 2. to provide career assistance with job seeking and job holding skills; 3. to act as a liaison with target populations, community, and professional organizations so that adults will be aware of our vocational training resources, and the Division will have an understanding of the needs of the students and the community.

1. Supportive Services

Students in continuing education programs have basic generic needs in the areas of study skills, test-taking, stress management, and individual counseling. Supportive services are provided either in regularly scheduled sessions throughout the year, or in short-term workshops tailored for students in individual programs. For example, in the first semester of the VEA Nontraditional Vocational Training Programs for Women, a bi-weekly program was conducted in each of the three cycles of classes, encompassing study skills, test-taking skills, and assertiveness training.

Examples of short-term programs included:

- Four-session specialized test-taking series for the State Licensure Exam in Pest Control. Seventy percent of the program enrollment now participate - up from 40% two years ago.
- Preparatory workshops for five different entry level city, state, and federal civil service examinations.
- Seven one-hour workshops covering an orientation to different types of employment qualifying exams were given to 17 students in Divisional Basic Education Programs.
- Stress management workshops were offered at the request of students and administrators in eight programs.

One hundred and fifty-five students were seen for individual counseling and/or referral to appropriate resources to assist them with problems impeding their ability

to finish school.

2. In providing assistance with Job Seeking and Job Holding Skills, the AVCC provided career information, individual and group job interviewing sessions utilizing videotape, resume writing seminars, and individual counseling during and after job placement.

Career information was provided individually and in workshops such as:

- "Careers in Hotel" Night, conducted by the Executive Housekeeping at Harley Hotel in Manhattan for 28 students. Provided was a complete tour and information on how to relate their experiences in the economically depressed hospital and nursing home areas to the hotel field.

- The AVCC conducted a workshop on small business in response to a survey in which 75% of the students in Pest Control stated an intention to start their own business.

Videotaped Job Interviewing Workshops have been expanded to eight programs, with teachers and guest speakers from business and related professional groups being invited in for "final exams".

Follow-up of students in jobs has helped students survive initial job problems and remain on the job.

3. As a liaison, the AVCC has continued to reach out to community and professional groups by addressing such organizations as the Brooklyn's Haitian Ralph and Good Shepherd, Inc., a community-based G.E.D. work/experience program, the New York University Graduate Vocational Counseling Program, and the National Executive Housekeeping Association. Project directors of continuing education programs also use the AVCC as a resource to refer inappropriate applicants for further services.

As a result of community feedback, the AVCC developed and presented a course on Job Interviewing for Career Changers which will be offered again next year. A needs analysis conducted in the Environmental Sanitation Program resulted in the first summer courses offered in this program. A second finding of that needs analysis also led to a restructuring of the class schedule for the fall semester.

Another project was a job task analysis conducted in the VEA Transit Program to determine the applicability of the curriculum to student's job requirements.

The AVCC acquires a unique historical perspective in the Division by serving as a resource and source of continuity for graduates of both ongoing and formerly funded programs. For example, six graduates of one program, the VEA Intensified Food Service Program, have returned this year and decided to apply to New York City Technical College in the Fall of 1982. As a result of following our graduates in the Environmental Sanitation Program, the AVCC is developing a conference to address common problems and issues in Career Advancement in this field for the Fall of 1982.

In summation, the AVCC has become an integral part of the Division, with representation on the major planning and administrative committees as well as active participation in the many training programs in the Division. The Center provides direct student services, educational and vocational resources, and continuity in providing the Division with information on the ongoing vocational needs and interests of the students.

VI. TECHNICAL TRAINING PROGRAMS

Project STRIDE

Project STRIDE is a CETA funded training program whose principal mission is to place graduates in full-time jobs in private industry as clerk/typists and/or CRT operators. Known for its close ties to business, STRIDE prides itself on its ability successfully to integrate the needs, requirements, and knowledge of the business community with the pedagogical expertise and social commitment of the academic community. Accordingly, the training center is designed to simulate an office environment, but retain sound educational practices.

Training personnel policies are patterned after business personnel policies. Stress is placed on punctuality, attendance, appropriate dress, and proper office decorum. Since all participants are recruited from the ranks of the chronically unemployed, counselors are expected to help participants solve whatever problems interfere with their ability to adhere to Project rules and regulations. All members of the staff, especially teachers who are the trainees' immediate supervisors, are expected to exemplify business office protocol and procedures by their everyday behavior and demeanor.

Similarly, the training curriculum is based on the skills necessary for employment in entry level clerical positions. Business people, through the Corporate Advisory Committee, advise staff of the current requirements, and teachers stress these concepts in training by using the most effective methodology, and relevant, practical materials. In this way, employers feel they have an input into the Project and, therefore, a commitment to, and responsibility for, hiring its graduates.

During this contract year, the budget was reduced by 20 percent. These cuts affected the number of students trained, forced a revision in the data entry curriculum, and limited the number of special services offered to the trainees. It did not, however, affect the quality of training.

Intake/Assessment and Counseling

One hundred sixty-three trainees were enrolled in the program. The major problem was poor attendance and punctuality. The student stipend was reduced (due to budget cut) to $30 per week in April. Consequently, during the last cycles, although students were docked for lateness, etc., the results were not as effective as when they were earning $3.35 per hour. Other solutions will have to be found in the coming year, or the success of the program will suffer.

Clerical

The clerical training had three 14 week cycles and served 111 people. Before the 20 percent budget reduction, the contract called for training 120 participants.

Of the 111, 86 (77%) were Black, 18 (16%) were Hispanic, 5 (5%) Asian and 2 (2%) White.

One hundred-nine (98%) were women, while 2 (2%) were men.

Seventy-five (68%) of the participants were under 25 in age while 21 (19%) were between 25 and 28, 9 (8%) between 29 and 32, and 6 (5%) were over 33.

Finally, twenty-three (21%) of the participants in the Clerical Training Program were on public assistance, and 48 (43%) had at least one child to support.

Data Entry

The budget reduction had its severest effect on this portion of the program. Originally scheduled to train 80 participants in four 10-week cycles, instead 52 people were trained in three cycles. The last cycle was lengthened from 10 weeks to 14 weeks.

Of the 52 participants, 42 (81%) were Black, 8 (15%) were Hispanic, 1 (2%) Asian, and 1 (2%) White.

All of the participants were women while 29 (55%) were under 25 years old, 5 (10%) between 25 and 28, 13 (25%) between 29 and 32, and 5 (10%) over 33.

Finally, 14 (27%) of the participants in the data entry training program were on public assistance while 28 (54%) had at least one child to support.

Training

Clerical

The clerical training program remained essentially the same as last year. It was affected little by the budget cut. There was, however, an increased emphasis on using correct grammar and spelling when writing, and using correct language when speaking.

All participants graduating from the clerical training program were required to:

1. Type 50 wpm with less than 5 errors on a 5 minute timed test.
2. Operate a ten-key calculator.
3. Know simple arithmetic, percentages, and fractions.
4. Communicate effectively in standard English, orally as well as in writing.
5. Use the telephone in a business-like manner.
6. Perform routine office tasks.
7. Know how to operate the Dictaphone transcription machine.
8. Write a resume, fill out an application correctly, and learn proper interviewing procedures as well as pressure-coping techniques.

Data Entry

Substantive changes were made in the data entry curriculum because of the mandated reduction in the contracted budget. The Department of Employment instituted an enrollment freeze for two months - February and March. Consequently, one cycle was extended from 10 weeks to 14 weeks. Instead of enrolling 20 students in all cycles, 16 were enrolled in the last two, while only the first cycle had the full total of 20.

The keypunch course was eliminated from the last cycle, and typing and business English were substituted. These changes were suggested by the Corporate Advisory Committee as keypunch machines are no longer used in modern offices. Not only would typing help data entry students pass employers' testing requirements, but it would give graduates an additional job option or career path. Most companies, today, are insisting on entry level employees demonstrating competency in English.

The results of these changes proved to be successful and will, therefore, be part of next year's curriculum. Now, all participants graduating from the data entry

training program will be able to:

1. Type 50 wpm with less than 5 errors on a 5 minute timed test.
2. Comprehend the role of computers in a data processing system in relation to the data entry department.
3. Perform the following operations of a CRT key to disc terminal: (a) enter (b) verify (c) retrieve (d) delete and (e) correct data on line to a computer.
4. Communicate effectively in standard English, orally as well as in writing.
5. Write a resume, fill out an application correctly, and learn proper interviewing procedures as well as pressure-coping techniques.

Placement

Placement was affected by the overall slump in the economy as well as the change in the participant population caused by the reduction in student stipends.

It is anticipated, however, that 70 percent placement will be reached by October.

Graduation

There were six graduations held during the year. Two stars from "All My Children", a daytime soap opera on ABC TV, alternated as surprise guests. Mr. William J. Slobada, President of the New York Board of Trade, was the guest speaker at the April graduation honoring the New York Board of Trade.

Corporate Advisory Committee

In addition to the three quarterly meetings held at Voorhees, New York Urban League and Continental Corporation, New York City Technical College hosted 15 members at a luncheon in the Hotel Management Program dining room at the College. Not only were the guests impressed by the quality of the food and training of the students but they were honored by the certificates of appreciation they received.

In accordance with the philosophy of facilitating the interaction of business people with the staff and the trainees, representatives from the following companies came to speak informally at STRIDE:

Alexander's Department Store
Campbell Brokerage
Greyhound Lines, Inc.
Manufacturers Hanover Trust
Bronx Council of Churches
Covenant House
Insurance of North America
New York Institute of Credit

New York Telephone Company
Seamen's Church Institute
Woodside on the Move
Royce Carlton, Inc.
Trinity Church

In summary, Project STRIDE serves as a bridge between two worlds - the world of unemployment and the world of work. The staff prepares the participants to cross that bridge successfully. Events such as the Corporate Advisory Committee luncheon, the graduation honoring the New York Board of Trade, and the visitations of business people to the STRIDE training center help to cement relations and produce positive impressions on both sides. These kinds of activities will continue and even expand next year.

Digital Electronics Repair/Welding Training

During the 1981-82 contract year, Private Industry Council sponsored two CETA funded training programs at the Voorhees Campus. Each program consisted of one group of students per session, with Welding consisting of 504 hours from December 7, 1981 - March 25, 1982 and Digital Electronics Repair running for 987 hours from December 1, 1981 - June 24, 1982.

Digital Electronics Repair

Problems in negotiating refunding for 1981-82 delayed the start of training. The time for recruitment was condensed.

Twenty candidates were enrolled, including seven women -- a record in a non-traditional technical field. All seven women completed the training. Two of the top three students were women.

In general, this group was a cohesive unit and presented few problems throughout the training cycle, The Digital students were actively involved in plans for their graduation. The June 24, 1982 ceremony/luncheon/party highlighted their successful completion of training in a colorful way.

Of the twenty applicants who were accepted and enrolled, one individual discontinued training after two days (he was a late enrollee). A second individual dropped out of training at the first quarterly period, stating that financial difficulties interfered with his training. The third individual left training at the end

of the third quarter to accept a training related position with his former employer, Con Edison. The seventeen remaining students completed training and are seeking employment. At this time, two graduates have been placed in full time training related positions. One graduate is maintaining a non-training related position until placement in his field becomes available.

Also affected by the delayed contract negotiations were the efforts to establish and strengthen the Digital Electronics Advisory Council. The first meeting was held in early December. A number of employers attended and, along with representatives from Private Industry Council and New York City Technical College addressed the following areas of concern: curriculum, thirty day Department of Employment limit on placement versus industry placement time frames, possible field visits and/or employer visits, and a date for a Career Day. A date in February was agreed upon and although the interest level was high at the conclusion of this meeting, employer attendance was greatly diminished when the Career Day was held. Employers who attended Career Day expressed a strong interest in considering our students for positions with their companies. Employers who did not attend expressed a reluctance to address the students when they had no positions to offer them. Slowdowns, job hiring freezes and personnel transfers at a number of the companies we were working with took their toll. By the third and final Advisory Council meeting in early May these factors created a situation in which we were dealing with completely new contacts in some companies and anticipated openings did not materialize in others. This outcome reflects the current economy and contributed to placement setbacks at the end of the cycle.

Welding

Fifteen trainees were enrolled in the welding program and twelve successfully completed. Two students dropped out of training in early February to accept non-training related employment. One student was terminated because he was unable to meet the minimum program requirements for attendance and punctuality. The remaining twelve students, two of whom were women, successfully completed training. Those who

were interested applied for the Third Class Welder's licensing exam and were sponsored by program funds to take this exam on the next available date. Results are pending on this examination.

We did not succeed in establishing an Advisory Council for the Welding component of the program. The employers we dealth with in this area conducted small, owner-operated businesses. They preferred to deal with us on a one-to-one basis.

Of the twelve students who completed training, four were placed in full time training related jobs resulting in a 26% placement rate at the end of the thirty day placement period. Four other graduates were accepted into an apprenticeship program jointly sponsored by the Sheetmetal Worker's Union and CETA funds. If these four individuals are still employed in November 1982 when the CETA component of their employment is scheduled to be withdrawn, their four placements will be transferred from O-J-T to positive placements resulting in a 53% placement rate for the 1981-82 Welding cycle.

Perspectives

Seventeen of the 20 electronics students and twelve of the fifteen welding students successfully completed the training programs. Placement, however, in the 1982 economic situation, was difficult and we did not attain the program's placement objectives.

Currently, there is no prospect of refunding for these programs for 1982-83.

Despite this year's poor placement record to date, we will continue every effort to find jobs for our 1982 graduates. Training and placement in previous years, under a number of funding patterns, gave evidence of the validity of these training programs. We will work to demonstrate that these programs can be re-established with appropriate placement. Prominent in our efforts will be the strengthening of Advisory Councils to promote industry/college planning, needs assessment, curriculum development and modification, and placement.

Electrical and Electronics for Transit Workers

For the third year, the Division received funding from VEA for a program to upgrade the technical vocational skills of employees of the New York City Transit Authority. The

program consisted of three courses. Two of them had been offered before, Basic Electricity, and Basic Electronics. A newly developed third course was offered for the first time, Advanced Electronics Specific to Transit Authority Equipment.

All courses met twice a week for 30 weeks in the evening, for a total of 240 hours of instruction, including lecture and laboratory sessions. The Basic Electricity and the Basic Electronics courses were taught by college instructors, whereas one component (200 hours) of the Advanced Electronics course was taught by one college instructor, and three personnel from the Transit Authority taught the other component (40 hours) at the Transit Authority's Car Maintenance Department Training Center.

The Advanced Electronics course represented closer collaboration than in past years since TA training personnel and facilities were directly involved.

Basic Electricity

The instructor reported that this year the students substantially improved their mathematical comprehension and ability to solve problems. They developed a much needed foundation in algebra and trigonometry. This knowledge and associated skills are vital to the comprehension of basic electricity. As a result of their laboratory work as well as lecture sessions, the students learned to read printed instructions, understand schematics, construct circuits, read data and transcribe to graphs. Students learned how to use oscilloscopes and obtained a firm foundation in basic fundamentals and principles of circuit theory. Considerable time was devoted to electrical machinery: DC motors and generators, transformers (both single phase and polyphase), three phase alternators and three phase induction motors. These topics ordinarily are not an integral part of a circuits course, but the flexibility inherent in a specifically designed course for TA personnel makes such modification possible.

Basic Electronics

Students have acquired a broad background in electronics theory as well as the practical application of hands-on laboratory supporting exercises.

The majority of our students had only a rudimentary background in the fundamentals of direct and alternating current. A review of the fundamentals enabled these students to acquire sufficient background to undertake the electronics and digital theory and practice.

The students have stated that they have gained a greater skill and confidence in the maintenance approach to new equipment such as the new Grumman and GM busses. These busses contain control and interlock electronic circuits for wheel chair lifts. The electronic symbols on the new schematics have been made more familiar as a result of classroom and laboratory experiments which contain such symbols and circuit elements. They are also better able to apply this classroom experience to the new electronic air conditioning climate control, power vent and automated sign display circuits. Their learning time on the job has been reduced as a result. There will be less shop time and more street operational time for transit equipment.

Advanced Electronics

The objective of the course was for students in the Transit Authority Car Maintenance Department to develop analytical methods for troubleshooting New York City Transit Authority Car Maintenance electrical and electronics equipment. After a review of fundamental electronic and electrical principles and their application to TA systems, the students studied propulsion systems (e.g., Westinghouse R44 and GE46 control circuits), brake systems (R44 Westinghouse Brake System), and high voltage converters.

At the TA facilities, with TA instructors, simulated problems were solved on the MCM, SCM, and the Westinghouse Propulsion Control systems, as well as the Westinghouse Brake and FL85 (R46 Brakes) systems.

General Comments

For students in the Basic Electricity, and the Basic Electronics, courses it was evident early in the term that overtime for many students was interfering with their ability to attend class. Many tried coming in an hour or two late, but fell behind at times. Since overtime provides the transit worker with additional compensation

this type of attrition continues to be a problem. In the Advanced Electronics course, the motivation was high but interests of the men are primarily in the assignments related to New York City Transit Authority equipment. Overtime conflicts and change in work shifts contribute to attendance problems at various times through the year.

The Advanced Electronics course, in particular, and the other courses as well, demonstrated the possibility of a mutually advantageous collaboration between the Division, the Electrical Engineering Technology Department of the College, and the Transit Authority. Students in these courses acquired technical skills and knowledge which helped them to improve their work at the Transit Authority and become eligible for job promotion.

Home Attendant Training Program

The CETA funded program, Training Hispanic Home Attendants for the Homebound, was renewed in May, 1981 and started the second year of operation on June 1, 1981. The bilingual program in Spanish and English was targeted for chronically unemployed, underemployed and not previously employed homemakers.

Eighty-one students were enrolled in two cycles, with 42 students in the first, and 39 in the second, cycle. Both cycles were divided into two sections. Budget cuts in CETA forced a reduction of seven students from the previous year. The length of the program was also cut from 28 weeks to 20 weeks.

Further cuts sustained by CETA during the program year forced us to terminate two weeks earlier than planned. Despite an excellent placement record for the population served, the Department of Employment informed us they could not fund the program for the third year.

Following is a record of the two years of the program:

	Hours		
	1980-81	1981-82	% Reduction
Field Placement	513	378	27
English as a Second Language	240	180	25
Psychology of Handicapped	36	18	50
Sociology of Aging	36	18	50
Human Raltions	36	9	75

	Hours		
	1980-81	1981-82	% Reduction
Communication	36	9	75
Nutrition	10	10	0
Health/First Aid	10	12	20 (increase)
Personal Care Services	21	21	0
Sanitation/Home Management	10	10	0
Classroom Weeks	24	18*	25*
Orientation Weeks	2	1	50
Placement Weeks	2	1	50
Total Weeks	28	20*	29*
Budget			
Student Stipends	$248,180	$179,325*	28*
Training	$148,749	$136,205*	8*
Total	$396,929	$315,530*	21*

Placement for the two years of the program was as follows:

	1980-81 Total Sec. I & II	1981-82 Total Sec. III & IV	Two Year Total
Enrolled	88	81	169
Drop outs	13	9	22
Left for Employment	2	2	4
Graduated	73	70	143
Graduates Employed	53	48	101
Graduates Not Employed	20	22	42
Total Not Employed	33	31	64
Total Employed	55	50	105

Most of the students were placed for their work experience in social agencies which provide home attendants to Medicaid patients. The agencies included Catholic Charities, CABS Home Attendants, Self Help, Family Home Care, Teams Civic and Settlement Home Care. Most job placements were obtained in the same agencies the student often being employed by their work experience agency. Some students obtained positions on their own in other agencies such as North Shore University Hospital and Local 1199 of the Drug and Hospital Workers Union.

This year 1981-82, 87% of our students completed the course and of these students 69% found employment. At the start of classes 65% of the students were receiving public assistance and 15% were Public Works Participants (PWP). These figures point

*Reduced up to 10% more during program.

out the short-sightedness of the current federal administration's budget-cutting policies. We have been instrumental in removing over 60 individuals from the welfare rolls in the past two years.

The program's goals were:

-To obtain employment for the trainees as Home Attendants.
-To improve the participants' ability to communicate effectively in English.
-To provide good home care for the homebound and handicapped.

This year we again had difficulty in enrolling our quota of PWP's. The drop-out rate of the PWP's also greatly exceeded the rate for the other program participants. However, the drop-out rate generally was lower than last year, thus accounting for a lower drop-out rate overall.

The placement rate among graduates dropped from 73% last year to 69% this year. To what extent this was due to general economic conditions and to what extent to the premature termination of the program could not be determined.

Our Hispanic trainees were long separated from the classroom. Many lacked confidence, English language skills and technical knowledge. Some resisted new ideas, and expressed their anxiety by challenges to the teachers and hostility to both teachers and classmates.

A curriculum with clear objectives, expressed in simple concepts which were constantly reinforced and carefully developed, provided the foundation for a field experience which tested and validated the core concepts.

Our staff provided intensive counseling to solve acute problems of living, and gave consistent support to our unemployed adult learners for the enormous effort they made to acquire the skills to become home attendants. Staff identification with and support to the trainees gave the trainees the leverage they needed to redesign their lives - to become learners who mastered skills and mastered themselves.

The vendor agencies which employed our graduates commented on the excellence of our students as home attendants.

The loss of the program deprives the Hispanic community of a positive opportunity, which had been seized and used productively by Hispanic adults, to enter the world of work.

VII. OLDER ADULT PROGRAMS

Institute of Study for Older Adults

In 1981-82 the Institute of Study for Older Adults (ISOA) staggered under the blow of a tremendous loss of public funding. Total grants from the New York City Department for the Aging fell to just over half the level of previous years, from $78,000 to $38,000. Further, the previous year's grant from the New York State Education Department was not renewed. The expiration of CETA on October 1st and Title X on February 15th further limited the project's ability to provide instruction. Nonetheless, the program managed to continue services at a level of 82% of the previous year, involving 3,397 elderly students in 126 classes during 1981-82. The College provided administrative support from non tax-levy funds, and Andrew Horne, a graduate social work intern from Columbia University, provided invaluable assistance in the field. Further, funds from two separate grants from the Department for the Aging were bridged. Corporate support continued at the same level, from Chemical Bank and Con Edison, and new support was received from Chase Manhattan Bank for classes for the homebound and Mobil Foundation, which in April agreed to sponsor classes at Community Roundtable of Bushwick, in Brooklyn.

Although services were not drastically curtailed, the loss of administrative time forced a redirection of program services to agencies with histories of success in implementing ISOA classes. Many fewer new agencies were served than in past years, and some centers serving minorities, the poor, or the handicapped were dropped from the program due to lack of agency staff support. The loss of Title X and CETA teachers, and of the administrative time provided by the New York State Education grant led to a redirection of corporate funding to literacy programs at selected centers.

During the 1981-82 program year, due to the lack of a program coordinator for the Bronx, the majority of ISOA classes were offered in Brooklyn (46), Manhattan (34) and Queens (30). Instructional sources were supported predominantly by funding from the New York City Department for the Aging (73% of total) and corporate donations

(13% of total) with smaller contributions from the agencies themselves than in previous years.

Despite these cuts and resultant changes, a few new initiatives were undertaken during the year. A grant to serve the homebound elderly from Chase Manhattan Bank supported two interesting projects. Patients at Isabella Geriatric Center in Washington Heights corresponded with third graders at a local elementary school. Lucille Wolfe, ISOA instructor and former social worker, worked with the older pen pals on expressive writing, helping to incorporate in their letters to the children both personal and community history. Good Companions (a project of the lower East Side's Henry Street Settlement) brought isolated homebound students together to explore the meaning of identity, work and family relations in a class on the Stages of Adult Life with Anne Goldfield, ISOA instructor. Elderly activists received training in leadership and public speaking skills from the ISOA in cooperation with JASA's Joint Public Affairs Committee and the Bronx Council on Aging. In an unusual tripartite linkage of university, urban technical college and social agency, the ISOA sponsored the training and supervision of Sonia Buitron, social worker, by Mordecai Rubin, professor of Languages and Literature at Teachers College, Columbia University, in conducting Spanish lessons for Italian members of the Ridgewood-Bushwick Senior Center.

Recognition of the project's significance for students and in gerontology and education continued this year. Mrs. Ida White of Community Roundtable of Bushwick was granted a Top Award by the Mayor's Volunteer Service Award Program in recognition of her efforts in organizing and serving as assistant teacher for reading classes at her center. Both current and former staff made conference presentations during the year. Nancy Pierce, Project Director and Melissa Spore, Field Representative, presented papers on statistical analyses of socioeconomic, subject and choice variables of ISOA students and teaching reading and ESL to the older student at the Gerontological Society and the Association for Gerontology in Higher Education. Joan Delaloye, former Coordinator of the Elderly Homebound Program, and Nancy Rubinstein, Coordinator of

Training, spoke at the Gerontological Society. Peter W. Oppenheimer gave a paper on evaluation of education for the elderly at the Association for Gerontology in Higher Education. Janice Dabney, a social work staff liaison with the ISOA at Kingsbrook Jewish Medical Center in Brooklyn, presented her observations of the impact of college courses on long-term care patients at the Western Gerontological Society. Japanese technical training specialists solicited our staff's knowledge of effective methods of teaching the elderly during an on-campus visit as part of an exchange program sponsored by the United States Department of Labor.

The Students Themselves

Despite cuts in administrative funding which forced the elimination of marginal agencies from the program, the Institute's students maintained the demographic profile of previous years. The majority (62%) were white, one-third Black or Hispanic, with small percentages of Asian and racially mixed groups also participating. More than two-thirds (70%) were poor (33%) or working class (37%).

Attendance Patterns, Choice and Content

Increased emphasis by project staff on conducting student meetings led to changes in patterns of subjects offered in 1981-82; 75% of all classes were chosen by students at meetings conducted for that purpose. As in previous years, older students continue to choose a much higher proportion of academic courses than staff on their behalf:

Staff vs. Student Choice
By Subject, 1981-82

	Student Choice	Staff Choice
Academic (Psychology, social science, philosophy, religion, science)	90.7% (68)	9.3% (7)
Arts & Music	42.9% (3)	57.1% (4)
Coping Skills (Health, social action)	42.9% (3)	57.1% (4)
Literacy (Reading, ESL)	54.5% (18)	45.5% (15)
Movement	0% (0)	100% (1)

Over half of all classes were in psychology (25%) and the social sciences (29%). During the year, some corporate funding was directed to centers with strong literacy programs, established with earlier grants from CETA and the New York State Department of Education. As a result, one-quarter of all classes were in reading or English as a Second Language. The remaining courses were in philosophy and religion (6%), the arts and music (5%), and literature (2%).

As in previous years, enrollment was higher than the average of 27 in academic classes while lower in non-academic classes. The same was true for the number completing, which averaged 14 for the program as a whole.

Consumer Advocates in Health

Consumer Advocates in Health Program, funded by the Consumer Education Act, was concluded in 1981 after two years. Funding for Consumer Education has now been ended by the Reagan Administration. Nonetheless activities developed under this program continued on a limited basis. The elder students in the program had compiled a directory of out-patient services at New York City hospitals. All hospitals in the city cooperated with the students in assembling and verifying the information. We now offer a services directory, written by and for older adults, with reference to their particular needs.

The items listed for each of the 52 hospitals in the city include:

- -Out-Patient Entrance
- -Key Contact Person for Information
- -Telephone Number for Information on Out-Patient Department
- -Catchment Area
- -Registration Procedures
- -Documentation Required
- -Clinic Care Offered
- -Patient Procedures
- -Payment Includes
- -Additional Services Offered
    - 'Social Worker
    - 'Interpreter
    - 'Special Transportation
    - 'Nutritionist
    - 'Special Equipment for Handicapped
    - 'Satellite Clinic
    - 'Outreach Services
    - 'Podiatry Services
    - 'Dental Services
    - 'Pharmacy
    - 'Counseling

-Special Geriatric Services
-Physical Arrangements
    *Elevators
    *Waiting Rooms at Clinic Sites
    *Refreshments Available at Out-Patient Department
    *Rest Rooms in Waiting Area
    *Parking Available
-Access Route
-Ramp Access
-Sub-Specialty Clinics

The directories have been distributed to all 52 hospitals, to the New York City Departments of Hospitals, Aging and Social Services. The Departments for the Aging and Social Services are now distributing the directories to Senior Centers throughout the city.

Our next endeavor for which we are developing proposals, will be to arrange a number of ongoing Hospital-Senior Center committees: first, one committee, as a pilot, then eight to ten more as a demonstration project. Each committee would be centered around one hospital with several senior centers participating. The committees would update the manual and provide ongoing communication between hospitals and senior centers on health issues. Eventually the committees could be extended to all 52 hospitals.

These committees would serve to update the manual each year, to advise the senior centers of additions and changes in services of the hospital, to advise the hospital of unmet needs of older adults in the community and to help elders in securing the health care they need at the hospital.

Information and Referral Training

In 1981-82, the Division of Continuing Education received, for the fourth year, a Title IVA Older Americans Act grant in Information and Referral Training. The grant was for $3,000 as compared to last year's award of $6,400. This is in line with the cuts sustained in IVA funds by the New York City Department for Aging. Last year, city-wide, there were 46 programs offered. This year there were 15. Teaching hours were down to 235 hours this year as compared with 456 last year. The New York City Technical College's program of 72 hours amounted to 31% of the total. There were

16 participating organizations a year ago; 7 this year.

We offered three courses of 24 hours each this year--fewer courses than last year. One of the courses was taught in Spanish. The course in Cantonese was eliminated this year. Average attendance was down slightly. We attribute this to budget cuts that have severely limited new employment in the field.

VIII. APARTMENT HOUSE TECHNOLOGY PROGRAM

Apartment House Institute

The Apartment House Institute was formed in 1979 by the Divisions of Engineering Technology, Commerce, and Continuing Education, New York City Technical College, to provide an informational and educational center to serve New York's apartment house establishment: private, cooperative and public.

The Apartment House Institute addresses itself to one of our region's most vital concerns: preservation and enhancement of existing housing stock.

The Apartment House Institute is committed to professional development of housing managers, technical training for superintendents and staff, and special briefing for owners, through non-credit certificate courses, seminars, special library services, etc. Apartment House Institute activities take place on the Brooklyn and Manhattan campuses of the College and at available centers in the communities.

Apartment House Institute is guided by an Advisory Commission, representing both the College and the housing field. On the Commission are representatives of private, cooperative and governmental owners, City and State supervising agencies, public utilities, organized labor, professional management, equipment suppliers and others. The College is represented by administrators and engineering and business faculty. Committees of the Commission identify prime areas of need for training, help develop appropriate curricula and aid in enrollment of students.

During the Fall semester 1981, two sections of a course in Energy Efficiency Training and two sections of a seminar on Steam Distribution were presented.

In Spring 1982, five sections of the Energy Efficiency Training course were enrolled.

A newsletter, starting in January, was disseminated as a way of sharing important developments in the management and maintenance of apartment houses.

During 1981-82 the Apartment House Institute Advisory Commission added new representatives from industry and housing agencies to its membership.

During 1981-82 community groups turned to the Apartment House Institute for help in addressing critical issues of housing preservation. For example, Brooklyn non-profit groups hoping to forestall further housing devastation are seeking technical assistance in training programs, applied research, new financing mechanisms, and management skills.

As one letter, seeking assistance, put it: "The program provided by the Apartment House Institute might well be expanded. Continuing education is critical. That program has an excellent reputation".

The Apartment House Institute Advisory Commission has strengthened linkages between industry, housing agencies, public offices and the College. Every effort will be bent in 1982-83 to address through those linkages urgent issues in energy conservation and housing preservation in Brooklyn and other boroughs.

Multi-Family Housing Energy Conservation Program

The Multi-Family Housing Energy Conservation Program, funded by the New York State Energy Office, received a nine month contract extension beginning November 1, 1981 which carried the program through July of 1982. The grant provides training and technical assistance to owners, managers and superintendents of multi-family housing to help them conserve energy and reduce costs. During the extension period 1,400 persons were served through the program's outreach activities.

Workshops

Twenty-four workshops were conducted with sponsoring organizations to train owners and managers to perform energy self-audits of their buildings.

Sponsorship of workshops was diverse. The Harlem Urban Development Corporation and West Harlem Community Organization workshops were attended predominantly by managers of city owned apartment houses. The workshops of the Forest Hills Community of Manhattan were attended largely by co-op owners. Geographical areas were also diverse - from the low - income Morrisania district in the Bronx to the posh area adjoining Gracie Mansion in Manhattan.

Workshop attendees consistently evaluated the workshops and the information they gained as positive contributions to their knowledge.

On-Site Technical Assistance

On-Site Technical Assistance consisted largely of work with managers of multi-family housing and co-op boards.

Meetings were held with the Seminar's Committee of the Mitchell-Lama Council, owners of Azalea Gardens, the Energy Committee of Concord Village, managers of the Riverbay Corporation (Co-op City), Community Board #3 in the Bronx, owners of Aguilar Gardens in Queens, and Salem Church in Harlem.

A small number of one-on-one site visits were also conducted.

Helpline

The Helpline logged more than 264 calls over the period of the contract extension and served primarily as a consulting link between the project and the many individuals, organizations, community groups and agencies with which the project interfaces.

Data Sheets

Thirty-seven data sheets were completed and distributed on varied topics: pay-back formulas for roof insulation; zoning and boiler controls; solar investment proposals; budgeting hints and energy bookkeeping, and other topics of practical interest to housing owners, managers and superintendents.

Dissemination Activities

Richard Koral, Project Director, gave talks before the Long Island Chapter of ASHRAE and the Hydronics Institute, was interviewed on a radio talk show, and gave interviews to magazines, newspapers, and trade publications. He was instrumental in the formation of the Energy Audit Council of New York.

Negotiations have begun to extend the energy conservation grant to July 31, 1983.

TUITION BASED PROGRAMS

	Hours	Number of Students Fall 1981	Spring 1982
Automotive Extension			
Automotive Emissions Systems Diagnosis & Repair: Auto Mechanics Training Course	24	12	8
Biological Sciences Extension			
Medical Mycology	12	11	
Advanced Clinical Mycology	12		7
Clinical Parasitology	18		15
Blood Bank Technology	18		7
Counseling Extension			
Techniques for Job Interviewing for Career Changers	8		12
Dental Laboratory Extension			
Fixed Bridgework	48	4	
Tooth Anatomy & Carving	48	2	4
Full Denture for Try-in	48	5	
Porcelain on Cast Metal Framework	48		7
Finishing Acrylic Dentures	48		5
Driving Instructors Education			
Basic Driving Instructors Education	30	39	72
Teaching Techniques & Methodology for Driving Instructors	30	16	18
New York State Drinking Drivers Program	16	68	88
Environmental Sciences Extension			
Refrigeration Mechanics	90	20	19
Maintenance & Operation of #2 Fuel Oil Gun Type Burner & Boiler	30	9	15
Commercial Refrigeration	45	17	11
Energy Efficient Training for Superintendents	24	37	66
Advanced Energy Efficient Training for Superintendents	24	31	42
Seminar: Steam Distribution	4		
Basic Plumbing for Home Repair	12		17
Fire Safety Director Course			
Fire Safety Director I	16	16	11
Fire Safety Director II	16	9	15
Fire Safety Director III	16		12

TUITION BASED PROGRAMS (Cont'd.)

	Hours	Number of Students Fall 1981	Spring 1982
Health Services Programs			
Pharmacology of Administering Drugs	20	11	
Nursing Home Administration	100	16	
Security Management for Health Care Facilities	24	13	
Hearing Aid Extension			
Hearing Aid Dispensing	60		13
Advanced Hearing Aid Dispensing	60	12	
Sign Language: Beginners	20		14
Seminar: Health Care Delivery for Deaf Patients	8		33
Hotel, Restaurant, Food Service Extension			
Cake Decorating	12	20	
Advanced Cake Decorating	12		18
Designing the Cold Buffet	42	22	
Introduction to Bread Baking Novelties	18	12	
Hors D'Oeuvres & Canapes	18		19
Deluxe Desserts	18		15
Institute of Law for the Layman			
Notary Public: Principles & Practices	6		13
Language Arts Extension			
Basic Level English as a Second Language	48	34	29
Intermediate Level English as a Second Language	48	16	35
Advanced Intermediate Level English as a Second Language	48		19
English Grammar Review & Basic Writing	24	18	
Ophthalmic Dispensing Extension			
Anatomy & Physiology	3	31	36
Theoretical Optics	3	31	36
Ophthalmic Dispensing	3	31	30
Ophthalmic Materials	3	31	33
Contact Lenses	3	32	37

TUITION BASED PROGRAMS (Cont'd.)

	Hours	Number of Students Fall 1981	Spring 1982
Pest Control Extension			
Fundamentals of Pest Control Technology	35	161	121
Termites, Carpenter Ants & Other Wood Damaging Organisms	30	22	20
Recertification Seminars & Workshops: Category 7	20	37	
Recertification Seminars & Workshops: Category 7 (Series II)	20		40
Sanitation Management Extension			
Fundamentals of Environmental Sanitation	55	27	
Human Resources in Environmental Sanitation	40	23	
Personnel Management in Environmental Sanitation	60		20
Organizational & Financial Management in Environmental Sanitation	70		33
Welding Extension			
Oxyacetylene Welding Process	45	2	3
Basic Electric Arc Welding Process	90	10	9
Advanced Electric Arc Welding Process	45	3	2
Carbon Steel Pipe Welding Stick Arc Method (S.A.W.)	45	3	1
Tungsten Inert Gas Welding Process	30		2
Contract Courses			
Communication Workers of America: Telecommunications Apprenticeship	148	36	44
Consolidated Edison: HVAC Program	90	18	33
New York Society for Coatings Technology:			
Fundamentals of Paint Technology I	30	18	
Fundamentals of Paint Technology II	30		16
Human Resources Administration: Pest Control Technology	35	38	

TUITION BASED PROGRAMS (Cont'd.)

	Hours	Number of Students	
		Fall 1981	Spring 1982
Contract Courses (Cont'd.)			
New York Telephone Company:			
Language Skills	135	58	
Math Skills	180	70	
Business Writing	90	44	36
Advanced Developmental Language Skills	135		61
Advanced Developmental Math Skills	245		78
Stress Seminar I	3	20	
Stress Seminar II	3	20	
Stress Seminar III	3	20	

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Basic Skills Improvement Program	Fall 1981	80	100	U.S. Department of Education	$103,434
	Spring 1982	80	97		
Writing Skills Curriculum Special Project	Fall 1981			New York State Education Department	$ 10,000
	Spring 1982				
Adult Learning Center	Fall 1981	100	161	New York State Education Department	$150,000
	Spring 1982	100	160		
Correction Education Program				New York City Department of Correction	$103,312
Basic Education	Fall 1981	516	80		
	Spring 1982	452	79		
High School Equivalency	Fall 1981	395½	65		
	Spring 1982	310	65		
English as a Second Language	Fall 1981	214	14		
	Spring 1982	252	13		
Nontraditional Programs for Women				VEA/New York State Education Department	$ 67,795
Machine Tool	Fall 1981	115	10		
	Spring 1982	145	10		
Building Systems: Maintenance & Repair	Fall 1981	90	24		
	Spring 1982	310	48		
Pest Control/Food Sanitation	Fall 1981	35	20		
	Spring 1982	45	15		

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Women's Center Program: Expanding Technical Career Choices for Women (Cont'd.)				Various Corporations New York City Board of Education Women's Bureau Education and Vocational Guidance Office of Career and Occupation Education	
CHOICES! Conference	Spring 1982	7	203		
Careers in the Technologies Conference for Junior High School Students	Spring 1982	3	181		
Women, Work, and Education Conferences	Spring 1982	7	206		
Vocational Training Program for Deaf Adults	Fall 1981 Spring 1982	405 405	31 30	VEA/New York State Education Department	$ 72,957
Adult Vocational Counseling Center	Fall 1981 Spring 1982	1,531 Ind/Group 2,280 Contact Hours	390 550	VEA/New York State Education Department	$ 80,392
Project STRIDE				Department of Employment CETA	$482,627
Clerical Skills Training	Fall 1981 Spring 1982	490 490	40 15		
Data Entry Training	Fall 1981 Spring 1982	350 490	20 30		
Digital Electronics Repair/ Welding Training				Private Industry Council	$188,975
Digital Electronics Repair	Fall 1981 Spring 1982	273 735	19 19		
Welding	Fall 1981 Spring 1982	252 280	15 14		

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Electrical and Electronics Training for Transit Workers	Fall 1981 Spring 1982	360 360	30 78	VEA/New York State Education Department	$ 39,686
Home Attendant Training Program	Fall 1981 Spring 1982	432 268	40 39	Department of Employment CETA	$129,000
Institute of Study for Older Adults	Fall 1981 Spring 1982	198½ 1,250	406 2,487	New York City Department for Aging from the New York State Office for the Aging under Title III of the Older Americans Act of 1965	$ 32,714
Information and Referral Training	Fall 1981 Spring 1982	120	64	Title IVA Older Americans Act and New York City Department for the Aging	$ 4,800
Apartment House Institute	Fall 1981 Spring 1982	106 39	624 179	State Energy Office Energy Conservation Grant	$ 61,200

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Los Angeles, California 90024

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